



Schola Europaea / Office of the Secretary-
General

Pedagogical Development Unit

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Orig.: EN

Attainment descriptors – Geography – S6-S7

Approved by the Joint Teaching Committee at its meeting of 13 and 14
February 2020 in Brussels

Immediate entry into force for S6

Entry into force on 1 September 2020 for S7

1st Baccalaureate session in June 2021

¹ Cancels and replaces the former version of the Attainment Descriptors for Geography (S6-S7) (Document ref. 2016-12-D-21-en-3)

Attainment descriptors for Geography at the end of cycle 3, covering all competencies.

The following attainment descriptors draw from the earlier attainment descriptors in Geography, consolidating and clarifying clearly identifiable features of different levels. They are a guide to identify levels of competence and geographical skills and can be used when guiding students in a range of tasks. They outline expected levels across a range of competences that may be drawn upon in a range of geographical assessments, both written and oral. The first four columns (Knowledge and understanding, Analysis, Evaluation, Skills and Techniques) are those that may appear frequently. The Coherence and Structure column becomes increasingly important in analysis and essay questions. The oral column is a summary of the key competences which may be demonstrated in a spoken exam.

Importantly the extent to which each of the competencies is being assessed may vary with question type, however, a suggested weighting for the four-hour exam option is provided in the exam weighting matrix. The exam weighting matrix outlines the suggested weightings of marks for the corresponding competences. These suggested weightings vary from question to question. You are strongly encouraged to consider the relative weightings when creating exam questions to ensure that the question style and focus is still preserved. This means for example that the weighting of a type two question remains skills and that for a type 3 remains analysis as stated on Page 22/35 in the Geography Syllabus (4 period course Year 6/7) ref: 2013-01-D-36-en-4.

In the creation of tests for the two-hour option, a proportionate weighting should be considered.

When applying the oral attainment descriptors consideration should be given to the difference in teaching time and range of study for students of the two-hour course.

Teachers are also encouraged to consider the European School Key Competencies in their assessments (see Geography Syllabus (4 period course Year 6/7)).

European School Key Competencies

1. Communication in the mother tongue
2. Communication in foreign languages
3. Mathematical competence and basic competences in science and technology
4. Digital competence
5. Learning to learn
6. Social and civic competences
7. Sense of initiative and entrepreneurship
8. Cultural awareness and expression

	Knowledge and understanding	Analysis (the application of ideas)	Evaluation and critical thinking	Skills and techniques (Selection, use and application)	Coherence/structure Q3/Q4 Written BAC Geo 4	Oral
A Excellent 9-10	Excellent knowledge & understanding of topic. Selective/detailed, in-depth accurate examples. Well-developed answer with specific and appropriate key terminology. Content can be considered very high level.	Detailed excellent analysis present with relevant location(s), date(s), facts, statistics etc. Strong ability to interpret data, images and graphs thoroughly. Making use of data and describing patterns. Applies and critiques concepts or theories where appropriate.	Excellent evidence of the ability to consider strengths and weaknesses based on different evidence. A conclusive statement or view is clearly included and justified. Critical thought may also be evident that shows strengths may come at a cost. Arguments are strong and clear.	Excellent execution and demonstration of the use of appropriate skills. Skill selection may be very well justified where required. Attention to detail with respect to interpretation, accuracy, presentation and selection of data is outstanding.	Answers are very detailed, coherent and demonstrate an outstanding ability to organise and structure information. There is clear evidence of prioritisation or categorisation of information and this is justified. Work is sequential and logical in its flow. Complex ideas may be linked and connected.	10 - The candidate has demonstrated an outstanding knowledge and understanding of the topic. The information provided has been used extremely well to support the candidate's answer. The student uses a wide range of geographical concepts and examples / case-studies, all of which are clearly explained and are directly related to the topic under discussion. The response shows clarity of thought and often organisation, categorisation and prioritisation of information. Supplementary questions are dealt with confidence. 9 - The candidate has demonstrated excellent, knowledge and understanding of the topic. The information provided has been used very well to support the candidate's answer, demonstrating a clear understanding of all material. The student uses a wide range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are mostly dealt with ease.
B Very good 8-8.9	Very good knowledge & understanding of topic. Some example(s) are mostly appropriate. Developed answer with key terminology but lacking some detail and/or selective content.	Very good analysis present with relevant location(s), date(s), facts, statistics etc. Good ability to interpret data, images and graphs. Data may be referenced in descriptions and patterns may be suggested. Concepts or theories may be used.	Very good evaluative statements supported with some evidence. A conclusive statement is reached. Evidence of some critical thought may be included. Arguments are explored.	Very good demonstration of the use of appropriate skills. Skill selection may be well justified where required. Attention to detail with respect to interpretation, accuracy, presentation and selection of data is very well organised.	Answers are detailed, coherent and demonstrate a very good ability to organise and structure information. There is some evidence of prioritisation or categorisation of information and may be justified. Work is mostly sequential and logical in its flow.	8 - The candidate has demonstrated a very good knowledge and understanding of the topic. The information provided has been used well and includes reference to all relevant material. The student uses an appropriate range of geographical concepts and examples and clearly demonstrates their relevance to the topic. Supplementary questions are generally well managed.

	Knowledge and understanding	Analysis (the application of ideas)	Evaluation and critical thinking	Skills and techniques (Selection, use and application)	Coherence/structure Q3/Q4 Written BAC Geo 4	Oral
C Good 7-7.9	Good knowledge and understanding of topic. An example is given. May lack detail, key terminology and/or content. Explanations could be more detailed.	Good analysis present with some relevant location(s), date(s), facts, statistics etc. A good attempt made to describe data/patterns with reference to data. Interpretation of data, images and graphs is present but is not extensive. Concepts or theories are introduced but not fully explored.	Good evidence of the ability to consider strengths and weaknesses. Limited reference to evidence to support points. A conclusive statement or view is vague/weak. Some critical thought may be evident. Arguments may lack balance or support.	Good demonstration of the use of appropriate skills. Skill selection is somewhat justified. Attention to detail with respect to interpretation, accuracy, presentation and selection of data is well organised.	Answers are mostly, coherent and demonstrate a good ability to organise and structure information. There is the suggestion of prioritisation or categorisation of information although this is often unjustified. Organisation is mostly logical in its flow.	7 - The candidate has demonstrated a good knowledge and understanding of the topic. The information provided has been used satisfactorily and includes reference to some relevant material. The student uses some geographical concepts and examples, and these are usually clear and appropriate. Supplementary questions may be challenging for the student.
D Satisfactory 6-6.9	Satisfactory knowledge and understanding. An example is not given/is irrelevant/is incorrect. Some inaccuracies may be present. Lacks development.	Basic analysis present with some relevant location(s), date(s), facts, statistics etc. A fair attempt made to describe data/patterns although often without reference to specific values.	Acceptable evaluative statements supported with some evidence. No conclusive statement is reached. Little or no evidence of critical thought. Arguments are weak or not explored.	Acceptable demonstration of the use of appropriate skills. Skill selection is not justified. Little attention to detail with respect to interpretation, accuracy, presentation and selection of data is only somewhat organised.	Answers demonstrate an attempt to organise and structure information. Evidence of prioritisation or categorisation of information is absent or unjustified. Organisation is sometimes lacking and may not flow.	6 - The candidate has demonstrated a satisfactory level of knowledge and understanding of the topic. The information provided has been used satisfactorily. The response is mostly clear and logical; however, some details are omitted or fails to categorise or prioritise information. The student uses geographical concepts and examples, but these are limited. Supplementary questions are challenging for the student.
E Sufficient 5-5.9	Limited but satisfactory answer with some relevant information and examples however often lacking detail/content/appropriate examples. Content level is poor. Inaccuracies may be present.	Limited but satisfactory attempt to provide the most dominant trend/pattern but lacks the application of analysis. Weaker students may have inaccuracies. The application of ideas has been poorly attempted.	Limited and often unsupported evaluative statements. A conclusive statement is not reached. No evidence of critical thought included. Vague and/or low-level response.	Skill selection is limited, inappropriate or cannot be justified. Limited attention to detail with respect to interpretation, accuracy, presentation and selection of data. Lacks organisation.	Answers have limited detail and can be considered only somewhat coherent. A weak effort to organise and structure information. Evidence of prioritisation or categorisation of information is absent and unjustified. Work lacks sequence, clarity and logic. Complex ideas are not linked and/or connected.	5- The candidate has demonstrated enough knowledge and understanding of the topic. The information provided is sufficiently detailed however, sometimes important details are omitted. The student uses some geographical concepts and examples, but will include absences of clarity, structure, coherence, organisation. Supplementary questions are poorly answered.

	Knowledge and understanding	Analysis (the application of ideas)	Evaluation and critical thinking	Skills and techniques (Selection, use and application)	Coherence/structure Q3/Q4 Written BAC Geo 4	Oral
F Failed (Weak) 3-4.9	Poor knowledge and understanding. Lack of detail. Lack of examples. Lack of appropriate content. An attempt to answer some elements of the question. May be evidence of misunderstandings.	Poor or limited evidence of analysis. Data, images or graphs are largely ignored. May be evidence of misunderstandings.	Statements are provided but these are not evaluative, often simply descriptive. Insufficient or incorrect judgements.	Skill selection is inappropriate and is unjustified. Limited attention to detail with respect to interpretation, accuracy, presentation and selection of data.	Some misinterpretations, lacks adequate information/content, may include incorrect answers, lack of structure. Absence of coherency. Ideas are poorly linked or not connected correctly.	3 to 4. - The candidate has demonstrated only a limited knowledge and understanding of topic. The information provided has been used but is neither detailed nor accurate. Occasional use of geographical concepts and examples, but often inaccurate or inappropriate. Supplementary questions remain unanswered. The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments. Supplementary questions are answered incorrectly and/or remain unanswered.
Fx Failed (Very weak) 0-2.9	Insufficient knowledge and understanding of topic. Absence of content. Incorrect or very poor attempt at explanations. No examples given. A weak incomplete attempt.	No evidence of analysis. Lack of examples, facts, statistics/relevant information. Inaccuracies or incorrect information present.	No evaluation present. Incorrect information. No judgements nor supporting evidence.	Poor or inadequate execution and demonstration of skills. Skill selection is often entirely inappropriate and unjustified or incorrect. No evidence of attention to detail with respect to data selection, presentation or accuracy.	Misinterpretations, lacks information, includes incorrect/poor answers, lack of structured response(s). Absence of coherency and logic.	1 to 2 - The candidate has demonstrated little or no knowledge and understanding of topic. The information provided has not been used to support the discussion or has been used in a very limited way. No relevant geographical concepts or examples have been used to support the answer. Supplementary questions remain unanswered. The candidate who fails will show a combination of the following deficiencies: - insufficient facts, - factual errors; - wrong or missing geographical terminology; - unjustified and/or incorrect arguments. Supplementary questions remain unanswered. 0 In cases of non-excused absence or fraud